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ABSTRACT

This guide is intended to provide local school districts with the tools necessary to respond to the revised Education for Employment Standard (Standard m). The revision (effective July 1, 2004) was made to align the standard more closely with vocational and technical activities. The purpose of an Education for Employment program is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning, good citizenship, and cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish a role for public schools in the economic development of Wisconsin. The seven building blocks for the program are: (1) coordination and partnerships with businesses and other organizations; (2) development of skills for the future; (3) career guidance implemented through the Wisconsin Developmental Guidance Model; (4) school-supervised work experience in both actual and simulated work settings; (5) knowledge of the world economy and labor markets; (6) programs that are current and contemporary; and (7) district accountability for the success or failure of the standards. The guide suggests steps for implementation and provides a model plan, a program assessment chart, a state accountability checklist, and a questions and answers section. (Includes 23 references.) (MO)

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Education for Employment

AN IMPLEMENTATION & RESOURCE GUIDE

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Education for Employment: Implementation and Resource Guide

Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

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Foreword

The social and economic development of a state depends in large measure on how effectively its resources are used to provide a workforce geared to the needs of business, industry and labor. To create an impact on economic development, Wisconsin must educate and train a workforce that is effective and efficient at producing goods and services in global demand. A well-educated workforce can attract business, industry and labor to the state and is critical to Wisconsin's economic future. An investment in Education for Employment will provide substantial rewards to the state in the form of enhanced economic development, a well-educated workforce, and community support through partnerships.

Education for Employment promotes economic development from many aspects. It creates opportunities for student learners to become engaged in work-related activities, thereby enhancing their career development and preparation for future employment. It engages the business community in educational issues, enriches the school curriculum, and ensures current workforce needs are met. It also fosters increased student achievement by engaging students and teachers in a more comprehensive educational experience that makes connections between school and work.

Wisconsin must seek ways to improve educational opportunities and expand the promise to all students and educators. The New Wisconsin Promise is a commitment to educational opportunity and enriched academic achievement. The philosophy of Education for Employment is to deliver education through real-world experiences. To prosper in the 21st century, we must work together to ensure Wisconsin youth are prepared to enter and succeed in the world economy. We can only accomplish this through a strong vision of collaboration between education and business. Education for Employment is one of the 20 State Educational Standards; it serves as a bridge between academic and applied learning, fosters supportive community involvement, and links secondary and postsecondary education. We must create a seamless system of education and career preparation, a system that supports all aspects of a student's education.

This guide is intended to provide local school districts with the tools necessary to respond to the Education for Employment requirements. The ultimate success of Education for Employment planning hinges upon a collective community effort and close collaboration with all state educational systems, private colleges and universities, business and industry, and other community organizations and agencies. Together, Wisconsin can build a seamless education system that supports students as they transition between school and work.

Elizabeth Burmaster

Elizabeth Burmaster
State Superintendent

Acknowledgments

Education for Employment: An Implementation and Resource Guide has been developed in cooperation with the Wisconsin Technical College System, the Governor's Work-based Learning Board, the Wisconsin Association for Leadership in Education and Work, the Wisconsin Tech Prep Coordinators, local vocational education coordinators in the state's 12 cooperative educational service agencies, the Wisconsin Association for Career and Technical Education, local educators, Chamber of Commerce representatives, and Department of Public Instruction staff.

So many participants shared their time, talent, and expertise to help make the guide relevant, practical, and beneficial that we cannot list them individually; instead we thank them collectively. Many of the ideas used in this guide are a result of successful activities implemented by exemplary Education for Employment, School to Work, Tech Prep, and local program efforts. We appreciate their willingness to share materials, examples, and resources.

We also appreciate the work of our colleagues at the Department of Public Instruction, whose professional skills transformed our drafts from a manuscript into printed pages. In particular, recognition should be given to Marilyn Bachim, Sandi McNamer, Deb Motiff, Victoria Horn, and Cindy Vaughn for the invaluable assistance and expertise necessary to edit and revise this guide.

The guide is intended to be a resource for school districts to effectively implement a comprehensive Education for Employment program. The Department recognizes that the rapid pace of change will undoubtedly cause the printed material to serve as a base resource and has, therefore, established an Education for Employment website for additional resources, www.dpi.state.wi.us/dpi/dlsis/let/index.html

Preparing for the Next Economy

The Wisconsin economy has been shaped and reshaped over the years by the changing needs of society. International competition, the changing nature of work, and changing demographics are all indicators that society is evolving. The challenge is to rethink the purposes of our schools in light of these and future changes. Fortunately, the demands of a democratic society, the workplace, and lifelong learning converge around similar educational knowledge, skills, and perspectives. Complex problem solving based on strong understanding of core academic knowledge and core values is at the heart of the new citizen and the new worker (ASCD Yearbook 1999, 2).

In the past, basic skills considered prerequisite to employment were reading, writing, and arithmetic. While those are still important today, they have taken on a whole new context. As technology explodes and the economy becomes more global, basic skills become much more integrated and relative to specific application. Today's citizens must be able to interact on a daily basis with a variety of technologies, solve complex problems, and communicate clearly and effectively. It is critical that our students and future decision makers be technologically literate, possess critical-thinking skills, understand business operations and economics, and be effective communicators. As Katharine Lyall, President of the University of Wisconsin System stated in Vision 2020: A Model Wisconsin Economy, "Highly educated workers stand at the center of the 21st century economy."

That knowledge economy requires skills far beyond those of past generations. The ability to *add value* through new technologies and discoveries, to know more about customer wants and needs, and to deliver products and services more precisely and quickly depends on managing of data and information to create new knowledge and a competitive advantage.

What pieces do we then need to construct a responsive education program for our youth and our communities' economic health, and what process should we use to assemble them? The Wisconsin Department of Public Instruction answered this question by implementing Education for Employment Standard (m) that defines the educational components needed, outlines the planning process, and evaluates the effectiveness of those pieces in creating a responsive and comprehensive PK-16 education program.

Education for Employment: The Wisconsin Solution

The education for employment concept grew out of the work of the Parker Project, a joint education/business research effort between the Department of Public Instruction and the Parker Pen Foundation of Janesville, Wisconsin. The Parker Project was a cooperative effort initiated because of a growing concern over the number of youth who failed to make a successful transition from school to the world of work.

Begun in 1981, Phase I of the Parker Project was designed to provide the information base needed to assess schools' capacity to meet the needs of business, students, and society and to project future business needs. Using the research base developed in Phase I, the Parker Project brought business, labor, and education together in Phase II and Phase III.

It was in Phase II that the concept of education for employment emerged. Designed to concentrate on helping all students develop employability skills; an understanding of business operations and economics; and career exploration, planning, and decision-making skills, Education for Employment was never intended to focus solely on "at risk" students and those not immediately entering postsecondary education. *All* students, regardless of future career choices, need to be educated for eventual employment and careers whether they enter the workforce directly upon graduation from high school or at a later date. With this premise, the goals of education for employment were

- to create the finest, best educated, most skilled workforce in America and
- to define and deliver what all youth need to become productive, economically self-sufficient citizens, thereby enabling them to contribute to Wisconsin's economic development.

In Phase III, the state legislature responded to the research and recommendations of the Parker Project. During the 1985-87 budget session, they enacted a law that established Education for Employment Standard (m) for all school districts and also created the Governor's Council on Business and Education Partnerships. The original Education for Employment Standard (m) embodied seven critical elements:

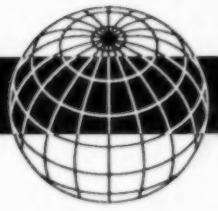
- business and education partnerships
- practical application of basic skills
- career exploration, planning and decision making
- employability skills and attitudes
- school-supervised work experience
- knowledge of business operations and economics
- contemporary vocational education programs

In 1994, Wisconsin became one of the first states in the nation to receive federal funding under the School to Work Opportunity Act of 1994. This effort re-established the foundation for education for employment and created an infrastructure for the youth apprenticeship program. About the same time, the federal Carl Perkins Technology Education Act provided federal funding for Tech Prep to align secondary career and technical education with postsecondary technical programming. These two dynamic changes precipitated a call for revision of the 1985 Education for Employment Standard (m).

A state committee recommended changes in the standard to include Youth Apprenticeship, Tech Prep, and Youth Options. Elements were also included to strengthen district accountability and to ensure contemporary programming. While certain aspects of Standard (m) will be changed, effective July 1, 2004, the philosophy and intent remain constant. The seven building blocks of the revised Education for Employment Standard (m) are:

- coordination and partnerships
- skills for the future
- career guidance
- school-supervised work experience
- world economy and labor markets
- contemporary career and technical education
- accountability

These seven elements form the building blocks of a sound and responsive education system designed to prepare all youth for productive lives and for self-sufficiency in the 21st century. All youth should be able to connect what they learn in school, understand and plan for future careers, master human relations skills needed for effective communication and work, understand the fundamentals of work and our economy, apply and manage technology, and access contemporary technical training and school-supervised work experience. These elements, when combined, push education outside the four walls of the school and make the community a classroom.



State Standard (m)

Education for Employment
A School District Standard

Every school board shall:
s.121.02 (o)(m) Provide access to an education for employment program approved by the state superintendent.

Applicability and Purpose

In Chapter PI 26, the purpose of an Education for Employment program is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish a role for public schools in the economic development of Wisconsin.

Revisions to Administrative Rule, PI 26

Chapter PI 26, Education for Employment Plans and Program has undergone review. While there have been some changes, many of the components of the original 1991 rule remain, but have been reorganized in the amended rule. The changes to the administrative rule, effective July 1, 2004, are detailed below.

- The district must designate a staff person certified under s. PI 34.32 (7) to coordinate and direct the Education for Employment program.
- Each school board shall ensure representation on the Tech Prep Council created under s. 118.34, Stats.
- The school board will have the *option* to create an Education for Employment Council or participate in a CESA council rather than being required to do so.
- Definitions of advanced placement, advanced standing, articulation course agreement, career awareness, career planning and preparation, transcripted credit, and postsecondary credit have been added to the administrative rule.
- Career-development components to be offered to students at the elementary, middle, and high school levels have been clarified in the amended rule; that is, career awareness at the elementary grade levels, career exploration at the middle grade levels, and career planning and preparation at the high school levels.
- The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating postsecondary institution, when appropriate. School boards must issue this transcript information for students graduating after August 30, 2004.
- Tech Prep, Youth Options, and Youth Apprenticeship are now identified as other educational programs to be included in the Education for Employment program.
- The Tech Prep Council must report annually to the school board to share progress toward achieving the goals and objectives of the Tech Prep Council.

Education for Employment Program

Depending on grade levels, the program must provide students with:

- career awareness, exploration, and planning opportunities;
- school-supervised work-based learning experiences;
- instruction in employability skills, including work behaviors;
- practical application of academic skills and applied technologies;

- study of the practical application of economics and American economic institutions and entrepreneurship, and
- access to career and technical education programs based on labor market information and student needs.

Each district must encourage the development of business and education partnerships and coordinate their program with other public school districts, CESAs, technical college districts, colleges and universities, and workforce development programs.

Chapter PI 26: Education for Employment Plans and Program

PI 26.01 Applicability and purpose. Under s. 121.02 (1) (m), Stats., every board shall provide access to an education for employment program approved by the state superintendent. The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish a role for public schools in the economic development of Wisconsin. This chapter defines education for employment, describes the process for developing education for employment plans, and establishes performance indicators for education for employment opportunities.

PI 26.02 Definitions. In this chapter:

(1) "Advanced placement program" means an international program administered by The College Board whereby pupils are eligible to receive advanced placement or credit at participating colleges by taking an advanced placement exam and if the score on the exam meets the postsecondary institution's criteria.

(2) "Advanced standing credit" means a high school pupil has successfully completed a course taught by a high school teacher using a high school curriculum wherein the high school and a technical college have aligned curriculum competencies and developed an articulation course agreement. The credit is awarded upon enrollment in a technical college.

(3) "Articulation course agreement" means a written agreement between the board and a postsecondary institution that may allow a pupil to receive high school or postsecondary credit, or both, for a course taken at a high school or postsecondary institution.

(4) "Basic skills" means reading, language arts, mathematics, science and social studies concepts and skills.

(5) "Board" means the school board in charge of the public schools of the district.

(6) "Business and education partnerships" means formal cooperative relationships between public schools and school districts and businesses which benefit and involve pupils, professional staff, the school district, businesses, and the community.

(7) "Career awareness" means activities that incorporate workplace operations to illustrate why people work, the kinds of conditions under which they work, the various levels of training and education needed to work, appropriate work behaviors and how expectations at school are related to expectations in the world of work.

(8) "Career exploration" means activities covering the entire career spectrum using clusters of similar or related careers as a framework to study all occupational groups while simultaneously evaluating personal interests and skills in relation to the jobs studied.

(9) "Career planning and preparation" means activities which are focused on personal career interest areas and experiencing the work in these areas.

(10) "CESA" means a cooperative educational service agency under ch. 116, Stats.

(11) "Department" means the Wisconsin department of public instruction.

(12) "Employability skills and work behaviors" means the skills needed by pupils to obtain and retain employment, and which are applicable and transferable to general employment situations.

(13) "Model academic standards" means the Wisconsin model academic standards established by the governor's council on model academic standards under executive order 326 in January 1998.

(14) "Postsecondary credit" means credit awarded by a technical college, or a 2-year or 4-year college or university.

(15) "Public schools" has the meaning described under s. 115.01 (1), Stats.

(16) "School supervised work based learning experience" means a set of planned educational experiences, either paid or unpaid, coordinated by licensed school personnel, and designed to enable learners to acquire work behaviors, skills and knowledge for work and other life roles by participating in actual or simulated work settings.

(17) "Service learning" means pupils learn and develop through active participation in thoughtfully organized services that meet the needs of the community.

(18) "State superintendent" means the state superintendent of public instruction.

(19) "Study of economics and American economic institutions" means the study of economics including business, industry, labor, and agricultural operations and organizations and their role in a local, state, national and international economy; entrepreneurship and entrepreneurial skills; consumer and family economics; and the role of citizens in a local, state, national, and international economy.

(20) "Tech prep" means a program as defined under 34 CFR 400.

(21) "Transcripted credit" means postsecondary credit earned by a high school pupil for successfully completing a college level course. The pupil receives a transcript from the technical college, 2- or 4-year college, or university.

(22) "Vocational education" means career and technical instructional programs designed to achieve pupil mastery of the skills set forth in s. 118.01 (2) (b), Stats.

(23) "Youth apprenticeship" means a program described under s. 106.13 (3) to (4), Stats.

PI 26.03 General requirements for education for employment programs. An education for employment program under s. 121.02 (1) (m), Stats., shall include all of the following:

(1) An education for employment long range plan shall be developed by the board. The plan shall be consistent with any other district plans, shall be defined in incremental steps and shall be modified by September 1, 2004. The plan shall be reviewed annually by the council specified under s. PI 26.05 and revised, if necessary, at least once every 5 years by the board. The plan shall include all of the following:

(a) An analysis of local, regional and state labor market needs and the educational and training requirements for occupations which will fill those needs.

(b) A description of vocational education provided in the district.

(c) A strategy to be used in developing the education for employment program and determining staff development needs and secondary and postsecondary education relationships.

(2) The plan shall identify other educational program requirements that will be included in the education for employment program, including all of the following:

(a) The school district standards under s. 121.02 (1), Stats.

(b) Vocational skills required under s. 118.01 (2) (b), Stats.

(c) High school graduation requirements under s. 118.33, Stats.

(d) Programs for children at risk under s. 118.153, Stats.

(e) Tech prep under s. 118.34, Stats.

(f) Youth options under s. 118.55, Stats.

(g) Youth apprenticeship under s. 106.13 (3) to (4), Stats.

NOTE: Tech prep combines 2 years of secondary education with a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study. It integrates academic, vocational, and technical instruction. It provides technical preparation in career fields; builds pupil competence through applied, contextual academics in a sequence of courses; it leads to an associate or baccalaureate degree in a specific career field; and leads to placement in appropriate employment or further education.

(3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences. The program shall provide information to pupils at various grade levels as follows:

(a) Career awareness at the elementary grade levels.

(b) Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles.

(c) Career planning and preparation at the high school levels, including all of the following:

1. Career research identifying personal preferences in relation to specific occupations and school supervised work based learning experiences.

2. Instruction in career decision making and employability skills, including work behaviors.

3. Instruction which provides for the practical application of academic skills and applied technologies.

4. The study of the practical application of economics and American economic institutions, including entrepreneurship education.

5. Pupil access to technical education programs which have a curriculum incorporating accurate national, regional and state labor market information, including labor market supply and demand.

PI 26.04 General requirements for school boards.

(1) The board shall insure district representation on the technical preparation council as created under s. 118.34 (2), Stats.

(2) The board shall designate a staff person certified under s. PI 34.32 (7) (a), to coordinate and direct the education for employment program.

(3) The board shall encourage the development of business and education partnerships. The council under s. PI 26.05 may assist the district in the development of these partnerships.

(4) The board may coordinate the education for employment program with other public school districts; CESAs; technical college districts; colleges and universities; and workforce development programs.

(5) Upon request, the board shall make available copies of the district's education for employment plan.

(6) The board shall indicate on a pupil's transcript the name of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.

PI 26.05 Technical preparation council requirements. Annually, the council created under s. 118.34 (2), Stats., shall prepare and make available a report to the board on the progress in achieving the goals and objectives of the council.

PI 26.06 Approval of education for employment programs. A program shall be approved by the state superintendent if it meets all of the requirements under this chapter.

INITIAL APPLICABILITY. The treatment of s. PI 26.04 (6), relating to pupil transcript provisions first applies to school boards issuing transcripts for pupils graduating after August 30, 2004.

EFFECTIVE DATE. The rules contained in this order become effective July 1, 2004.

Related Standards

In addition to the basic Education for Employment Standard (m), other Wisconsin state standards relate to this concept. The following is a brief summary of the relevant requirements of these related standards.

Standard (b). The professional staff development plan should include the opportunity for teachers to develop skills in areas such as practical applications of basic concepts, sex-role stereotyping, employability skills and attitudes, the practical application of economics, and community field experiences.

Standard (e). The counseling service should provide career exploration and planning which addresses sex-role stereotyping and career decision making. A developmental guidance approach could be implemented.

Standard (k). The district curriculum plan should reflect the curricular components of the education for employment program.

Standard (l). Career exploration and planning is a required topic of regular instruction within grades 5 through 8.

Standard (n). Students identified as being "at risk" are those most in need of basic employability skills.

Standard (o). A district performance disclosure report should include goals and objectives from the education for employment plan.

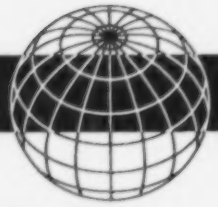
Standard (p). School-supervised work experience must be a board-approved activity and should be coordinated through the education for employment plan.

Standard (t). Gifted and talented students should have access to employment programming specifically suited to their needs.

Additional Definitions

Youth Options - under s. 118.55, Wis. Stats., provides opportunity for public high school juniors and seniors to attend a postsecondary educational institution for the purpose of taking one or more courses for high school and college credit. Students must meet the eligibility requirements defined in PI 40.04 and may take courses at all UW System institutions; Wisconsin technical colleges; private, nonprofit institutions of higher education; or tribally controlled colleges located in Wisconsin.

Youth Apprenticeship - a work-based learning program for high school juniors and seniors that is articulated with postsecondary education systems....the curriculum is based on industry-developed skill standards. The standard two-year program requires that students complete a minimum of 900 hours of paid work experience and four semesters of related classroom instruction. A Certificate of Occupational Proficiency is issued to students who successfully complete the program. In addition, students may choose to enroll in a Level One program in which they must complete a minimum of 450 hours of paid work experience. At least 250 hours of the required work-based learning time must take place when related classes are being held so that classroom instruction may be integrated with worksite training. Students successfully completing a Level One program receive a Certificate of Recognition.



Partnerships and Coordination

Partnerships

Schools are being asked to do more to prepare students for the world of work and for educational experiences beyond high school. Educators can no longer work in isolation to help students meet the challenges they face. In a time of increased demands on educators and increased expectations for teacher accountability and student success, only through successful comprehensive partnerships will schools be able to offer students a full range of learning opportunities (Sammon and Becton 2001, 35).

The compelling reasons for establishing partnerships are the benefits to students. Partnerships motivate students to do their best. Educators, knowing business is supportive of their efforts, will strive to improve and expand curriculum to better educate students to meet the needs of the job market and postsecondary education and to become productive citizens in the community.

Traditionally, partnerships were thought only to involve businesses, but the school climate today calls for more. Businesses/corporations; universities and educational institutions; government and military agencies; health-care organizations; faith-based organizations; national service and volunteer organizations; senior citizen organizations; cultural and recreational institutions; other community-based organizations; and individuals in the community are all viable school partners (Sanders and Harvey 2002, 1347). Every partnership adds individual depth to the life of the school and encourages successful outcomes for students.

Establishing successful partnerships is similar to establishing any relationship. Partnership takes time, clear communication, flexibility, and constant attention (Sammon and Becton 200, 34). Educators must understand the concerns of business and community organizations, and these entities must be aware of the demands imposed upon schools, educators, and students. Successful partnerships require time to get to know one another, each other's needs, and the resources of each partnering entity.

Partnerships should not be about money. They should be designed so that no single member provides all the resources or assistance. Partners may contribute and be involved in the school and with students in a variety of ways:

- providing externships and mentors for teachers;
- giving in-school presentations; providing work-based experiences, such as job shadowing and internships;
- acting as mentors and role models for students;
- serving on advisory councils and curriculum committees;
- providing assistance in meeting students' needs outside of the classroom (for example, grief counseling, personal development, or work-appropriate clothing);
- help with recognizing partners, parents, and colleagues;
- assistance in securing equipment, resources, and funds;
- help in recruiting other partners; and
- paid and unpaid job experiences for students.

Depending upon their focus, partnerships may be used as a strategy for student and family support, school improvement, and community development. The greatest service partners offer is intangible. Business and community partnerships provide students with a sense that there are caring adults throughout the community who want them to succeed (Sammon and Becton 2001, 33).

Building an educational and economic future starts with a fundamental commitment by the citizens of our communities. As stated by Wisconsin State Superintendent Elizabeth Burmaster (2002), "to prosper in the 21st century, we must work together to ensure Wisconsin's youth are prepared to enter and succeed in the world economy. We can only accomplish this through a strong vision for collaboration between education, business, and community."

Coordination

In addition to fostering, establishing, and maintaining partnerships, districts may further their efforts by taking advantage of all the opportunities afforded them through collaboration and coordination with other organizations and agencies with similar goals and objectives (for example, technical colleges, 2- and 4-year colleges and universities, Tech Prep consortia, Youth Apprenticeship consortia, Workforce Investment Act Councils, and CESAs). Such collaboration promotes richer, more meaningful dialogue among all vested parties, facilitates coordinated programming, and often results in a more effective use of resources. Such efforts expand and enhance districts' ability to meet the needs of students and educators.

Articulation is an example of such coordination. Whether through advanced standing or actual, transcripted credit, articulated programs enable students to transition more easily from high school to a technical college (2 + 2), or from high school to a technical college and then to a 4-year university (2 + 2 + 2). Sequential programs such as these may not only reduce the amount of time it may take to fulfill graduation requirements by eliminating duplicative courses, they may also reduce the amount of money spent on postsecondary tuition.

Other services and opportunities for students may be increased through coordinated efforts. For example, participation in a regional Youth Apprenticeship consortium may increase the number of work sites available for student placement and/or offset the individual district cost for program-related instruction. In another instance, a cooperating agency or organization may be able to provide work-appropriate clothing, the tools and equipment necessary for participation in a school-supervised work experience, or personal development services at no cost to the student.

Teacher externships, summer training institutes, and a variety of staff development programs also may result from coordination with others. Not only do such programs offer a vehicle through which to gain expertise, they often bring together staff from cooperating groups. Participants in such programs come away with an increased appreciation and understanding of what the other is doing and how their individual efforts support, complement, and reinforce common goals.

The possibilities for partnerships and coordinated activities are endless. These are but a few examples of the ways collaboration and cooperation create a more challenging, responsive, and supportive learning environment. For additional information about partnership activities, explore some of the websites offered at www.dpi.state.wi.us/dpi/dlsis/let/index.html.

Skills for the Future

Educators today have the daunting responsibility of equipping today's young people with the knowledge and skills needed in an increasingly complex and global society. As technology has evolved, the nature of work and preparation for work has changed. It is no longer possible for societies to prepare one group of people to be thinkers and another group to carry out the procedural aspects of work. For a society to be productive, all of its people must be well educated. They must have a rigorous academic education that they can apply to life and work as well as an understanding of the rapidly developing technologies they will encounter during life and work (Pucell 1999).

Today's workplace is characterized by global competition, cultural diversity, new technologies, and new management practices (Lankard 1996). Employees are expected to solve problems, think for themselves, adapt to new situations, upgrade their own skills when needed, work in teams, and be responsible for their own activities. To be prepared for this workplace, students must be competent in the basic academic skills, know how to learn and take responsibility for learning, possess effective listening and oral communication skills, think critically and creatively to solve problems and analyze information, be contributing members of a team or work group, demonstrate interpersonal skills and leadership qualities, and have basic technology skills. They must be able to apply knowledge and skills in a variety of ways and for a variety of purposes.

The Wisconsin Model Academic Standards classify these applications of knowledge into five general categories: application of the basics, ability to think, skill in communication, production of quality work, and connections with community. Defined within each of these general categories are ways in which knowledge may be applied (Wisconsin Department of Public Instruction 1998). These applications support learning within individual subject areas, extend learning across the curriculum, and provide opportunities to apply knowledge in real-life situations.

Application of the Basics
Ability to Think
- Problem solving
- Informed decision making
- Systems thinking
- Critical, creative, and analytical thinking
- Imagining places, times, and situations different from one's own
- Developing and testing a hypothesis
- Transferring learning to new situations

Skill in Communication
- Constructing and defending an argument
- Working effectively in groups
- Communicating plans and processes for reaching goals
- Receiving and acting on instructions, plans, and models
- Communicating with a variety of tools and skills

Production of Quality Work
- Acquiring and using information
- Creating quality products and performances
- Revising products and performances
- Developing and pursuing positive goals

Connections with Community
- Recognizing and acting on responsibilities as a citizen
- Preparing for work and lifelong learning
- Contributing to the aesthetic and cultural life of the community
- Seeing oneself and one's community within the state, nation, and world
- Contributing and adapting to scientific and technological change

These general categories align closely with the five categories of workplace competencies and three foundation skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) as necessary to obtain and retain employment.

Workplace Competencies
Effective workers can productively use:

Resources
- Allocate time
- Allocate money
- Allocate materials
- Allocate space
- Allocate staff

Interpersonal Skills
- Work on teams
- Teach others
- Serve customers
- Lead
- Negotiate
- Work well with people from culturally diverse backgrounds

Information
- Acquire and evaluate data
- Organize and maintain files
- Interpret and communicate
- Use computers to process information

Systems
- Comprehend social, organizational, and technological systems
- Monitor and correct performance
- Design or improve systems

Technology
- Select equipment and tools
- Apply technology to specific tasks
- Maintain and troubleshoot equipment

Foundation Skills
Competent workers in the high-performance workplace need:

Basic Skills
- Reading
- Writing
- Arithmetic and mathematics
- Speaking and listening

Thinking Skills
- Ability to learn
- Ability to reason
- Ability to think creatively
- Ability to make decisions
- Ability to solve problems

Personal Qualities
- Assume responsibility for self
- Demonstrate positive self-esteem and self-management
- Demonstrate sociability
- Act with integrity

For students to acquire necessary knowledge and skills and demonstrate competence through a broad array of applications, instruction must be delivered in ways that allow students to pursue their own learning, to ask their own questions, and to seek their own answers. They must have the opportunity to problem solve, work in teams, search out information, explain what they are doing and why, and apply academic skills in the context of work and real-life situations (Pucell 1998). Through experiences such as these, students will become lifelong learners who are equipped with the resources to be continually prepared for society and the workplace of the future.

Career Guidance

Career guidance is a systematic program of coordinated information and experiences designed to facilitate individual career development, and more specifically, career management (Gray and Herr 1995, 113). It is more than a set of activities and services. To be successful, it has to be a systematic program aimed at a specific outcome. By the time students are in middle and high school, the outcome is that they will have a level of career maturity that will lead them to a realistic high school course selection and this selection, in turn, will increase the probability that each student will make a successful transition from high school to postsecondary education or to a career. This process of decision and actions ought to lead a student to be able to decide upon, prepare for, transition to, and be successful in an occupation or occupations. A comprehensive career guidance program provides elementary and secondary students a process by which they identify and evaluate life and work choices, explore and plan career goals, and acquire realistic decision-making skills. The school counseling program is a principal player in developing and implementing career guidance.

One of the primary goals of a comprehensive school counseling program is to increase the lifework options students see for themselves. This goal is accomplished by implementing the Wisconsin Developmental Guidance Model. This model builds the content of the developmental guidance program around nine competencies, each of which addresses a broad, developmental concept. The competencies are woven into the three domains in which students live: education, personal and social health, and career development. While these domains are not mutually exclusive in laying the foundation integral to students' lifework planning, the career domain strengthens the counselor's leadership role in career exploration and planning as a K-12 process. School counseling programs and school counselors, in partnership with Education for Employment, provide a solid framework for K-12 career exploration, planning, and decision making. This framework systematically and comprehensively stresses developmental stages of career guidance (awareness at the elementary level, exploration at the middle grade level, and planning and preparation at the high school level).

The competency-based Wisconsin Developmental Guidance Model, developed to assist all school districts in improving, strengthening, and expanding career guidance programs, supports the Education for Employment career exploration and planning framework. Using this model, career development becomes an integrated part of the school curriculum and classroom programming. Students are provided a sound base for choosing a future occupation by coupling knowledge of personal interests, abilities, and attitudes with information about the world of work, implications of labor market information, nontraditional career opportunities, job seeking skills, and educational opportunities.

School districts that implement a comprehensive school counseling program in partnership with an Education for Employment program can be assured the approach is sound from a developmental point of view. The model suggests establishing an organizational structure that will incorporate the resources of counselors, pupil service personnel, teaching staff, administrators, parents, community members, and business and industry representatives in a cohesive, programmatic response.

Career planning is a comprehensive aspect of Education for Employment. Additional information and career planning resources are available through the Department website at: www.dpi.state.wi.us/dpi/dlsis/let/index.html.

School-Supervised Work Experience

School-supervised work experience is a set of planned educational experiences supervised by licensed school personnel and designed to enable learners to acquire attitudes, skills, and knowledge for work and

other life roles through participation in actual or simulated work settings related to in-school instructional programs. Education for Employment requires that all K-12 students have access to a program that provides school-supervised work experience. A school-supervised work experience has the potential to develop greater self-reliance, a more positive work orientation, and a clearer sense of identity.

Work experience as a method of instruction may be used to deliver each of the other curricular elements of education for employment. A quality work experience can provide opportunities for skill acquisition and application. Through work experience, students can learn first-hand about business operations, the factors that impact those operations, the relationship one business has to another, and the connectedness between local businesses and the world economy. Work experience is also a way to foster career planning and exploration, a method of teaching employability skills and attitudes, and a partnership between school and business/community.

The connection between work experience and elementary age children may seem tenuous at first, but attitudes are formed at very early ages. While elementary age children may participate in community field experiences, their *work* is going to school. They learn important job skills such as being on time, finishing assignments before playtime, taking turns, cooperating with others, and listening carefully. They make change in a simulated business enterprise and present an idea or product when they participate in show and tell. And, they may be rewarded for demonstrating good work habits. Students need to know that one of the reasons they are learning these skills is to help them become productive workers. Through curricular activities, upper elementary and middle school children learn about business operations, career exploration, and economic principles as well as continuing to develop good work habits.

Teenagers who have participated in school-supervised work experiences develop good work attitudes, are more employable, and often obtain higher paying jobs than those who have not participated in work experience programs. The experiences of having responsibility for a set of tasks, associating with adults, learning certain skills, earning money, and managing time are important to growing up; they are also necessary for a smooth transition to adulthood and successful employment.

Districts need to address how to provide structure to student work experiences in order to make them meaningful and productive. Educators need to recognize that profit motive is a strong force in the workplace. When youths select jobs without input from the school or their parents, they tend to choose them on the basis of the economic payoff. Educators have a responsibility to evaluate worksites on the basis of their educational payoff and their ability to provide viable, high-level experiences for students, especially when the work experience occurs during school hours.

Each district will implement school-supervised work experience in a different manner depending upon the willingness of businesses and the availability of resources within the community. However, if staff are assigned to monitor a work experience program, they should develop learning stations, training agreements, and training plans and engage in dialog with students, employers, parents, and school guidance counselors to promote reflection, interpretation, and common understanding. They should plan to visit students while they work, establish and implement evaluation procedures, and when appropriate, offer related in-school coursework.

Not every district has the potential to offer work experiences outside of the school. Community service can be as beneficial as part-time paid employment. Similarly, simulated settings provide opportunities for a more controlled educational experience and afford more students the benefits of participating in work. Career exploration programs, supervised volunteer work, and simulations within the career and technical education disciplines (such as using the school store as a lab within the marketing education classroom) are all methods to address the school-supervised work experience element.

World Economy and Labor Markets

Knowledge of business operations and economics involves the study of business, industry, labor, and agricultural organizations and their respective roles in the local, state, national, and international economies. It includes studying entrepreneurship and entrepreneurial skills, consumer and family economics, and the economic role of citizens.

It is hard to overestimate the globalization of our economy, our workforce, and our marketplace. We wear clothing made in Malaysia and Thailand; thrive on electronics manufactured in Japan; drive cars imported from Germany and Sweden; and eat food grown in Chile, Brazil, and Holland. Our grain is sold to

Russia; European countries benefit from the revenue generated by U. S. tourists; and business and industry worldwide depends upon the labor, products, and services accessible through the global marketplace.

Workers today and in the future will likely interact with people from other nations in their workplace or electronically. Knowledge of the culture, history, politics, and legal and economic systems of other nations will be important for many jobs (Kerka 1993). An understanding of economics helps people to understand the forces that affect them every day and to identify and evaluate the consequences of private decisions and public policies.

Skills as well as content play an important part in economic reasoning. The skills students must develop in economics include an ability to identify economic problems, alternatives, benefits, and costs; analyze the incentives at work in an economic situation; examine the consequences of changes in economic conditions and public policies; collect and organize economic evidence; and compare benefits with costs (Idaho Department of Education 2002).

Not only do these skills provide a foundation for knowledge of economics, they are significant to the entrepreneur as well. Small businesses, defined by the U. S. Small Business Administration as those with 500 or fewer employees, are a driving economic force in the U. S. These entities create more new net jobs than large businesses. Today nearly six of every ten employees work for small businesses, and most increases in jobs will be from those businesses with 100 or fewer employees (Drury 1999, 8). For many entrepreneurs, business success depends on the skills and knowledge gained in high school.

Education for employment brings knowledge of business operations and economic systems into the general as well as the technical curriculum. All students, regardless of future career aspirations, need an understanding of business and economics.

Contemporary Programs

Today's career and technical education programs blend rigorous academic content with technical skills in a hands-on setting. Programs are based on an assessment of student needs and take into account current labor market information and student follow-up demographics. Through Career and Technical Education, students experience in-depth and challenging classroom instruction linked to relevant, structured real-world experiences. Students learn from educators and business and industry leaders what is expected of them in the workplace, and they see how classroom learning applies directly to their future adult roles as family members, workers, and citizens. They are provided multiple opportunities to assess their interests, work behaviors, and aptitudes. They are introduced to a variety of career options and learn the level of skills and education required for those careers.

Wisconsin elementary and secondary schools must offer all students a thorough grounding in language skills, reasoning, and mathematics as well as in the fundamental mechanical and technical skills and work habits they will need during their working lives. Employers recommend that students develop positive attitudes toward work and learn what constitutes appropriate behavior on the job. Employers seek people who know how to learn, solve problems, make decisions, and set priorities. Career and Technical Education programs provide a setting in which students can develop these higher level skills and more readily master basic mathematics, science, and communication skills because they are integrated and applied within technical coursework. Transferable knowledge and skills acquired through career and technical education programs not only equip students to move among career options but also give them what they need to be lifelong learners. The opportunity to immediately apply what is learned in the classroom to real work is an advantage all students deserve to experience (ASCD 2000, 1).

To help students meet the demands of the 21st century's global economy, educators are involving students in career and technical education that emphasizes real-life, hands-on, experiential, active learning connected to what happens outside the classroom. When students have the opportunity to learn from masters in the marketplace, learning is more meaningful and authentic. Rather than simply requiring students to recount facts, concepts, and processes spelled out in textbooks or lecture halls, career and technical education helps students learn vital skills that the 21st century workplace will demand: clear communication; competence in reading, writing, and computation; basic technology skills; adaptability through creative thinking and problem solving; personal management with strong self-esteem and initiative; effective interpersonal skills; and the capability to contribute to team efforts (Imel 1999, 3).

As noted in the Association for Supervision and Curriculum Development *Curriculum Handbook* (2000), career and technical education has become a complex network of strategies, initiatives, interest groups, and curriculum structures – all with terminology that may be new to some. Curriculum is organized within occupational groups called career pathways. Secondary and postsecondary schools create articulation agreements that recognize requirements set for students at both educational levels. Partnerships are formed among educators, businesses, and community members to better prepare students for the "real world." They institute career academies, like a school-within-a-school, to provide students classroom instruction integrated with work-based learning. Academies try to equip students with the skills necessary for both entry into the workforce and preparation for postsecondary education.

Career and technical education today places an emphasis on rigorous academics as well as technical skill building. With support from employers and educators, students in career and technical education programs are learning the critical skills of the workplace, such as the ability to listen, solve problems, and interact with co-workers as effective team members. These are skills that all students should master whether they are going directly to a career or on to further their education before a career.

Accountability

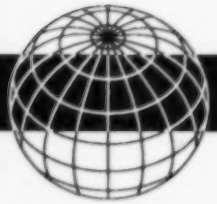
Educational accountability presents itself in a variety of models and for a variety of purposes. Schools collect and report enrollment trends by gender, race, grade level, subject discipline, and course. Graduation rates, dropout rates, attendance rates, disciplinary actions, and expulsion rates are kept and analyzed. Tests are scored, charted, and published. Reports are written, budgets and expenditures documented, and curriculum aligned to state-prescribed standards. All of these are means through which a school and its members are held accountable.

Administrative Rule PI 26 also assigns district responsibility and establishes criteria for this purpose. The first requires districts to develop, review, and modify, if necessary, its Education for Employment plan every five years. The district plan must include a community profile and describe the ways an Education for Employment program is infused and implemented throughout the K-12 curriculum. Districts are responsible for documenting the means through which K-12 children have access to the components of an Education for Employment program. They must also report the methods through which they assess program effectiveness.

Coordination and representation are also mechanisms through which a district demonstrates accountability. Effective July 1, 2004, districts must appoint a staff member licensed under PI 34.32 to oversee and coordinate the district Education for Employment program. At that same time, districts are required to have representation on a regional Tech Prep Council. The district must also provide the regional Tech Prep Council a copy of its plan for Education for Employment. The council must, in writing, acknowledge receipt of that plan. Annually, the Tech Prep Council must also provide school boards, a report of the progress made in meeting the goals and objectives of the Council.

For students who graduate after August 30, 2004, districts will be required to record on the student transcript the course(s) taken and credit(s) earned through advanced standing, transcripted credit, or advanced placement. In creating this record, student achievement and district responsibility are both documented.

Plan development, program access, implementation and coordination, collaboration with others, and documentation of student achievement are the means through which a district demonstrates responsibility for their Education for Employment program. By being accountable and taking seriously the impact of an Education for Employment program, it is possible to reach the ultimate goal of creating and delivering an effective program for students.



Developing a Plan for Education for Employment

Getting Started

What is education for employment? A program? A process? How does one go about planning for it and implementing it? Some confusion about education for employment may arise because the connotative meaning for "program" is often something educationally separate and distinct (such as the "language arts program," the "alternative education program," or the "social studies program"). In schools, a "program" often operates within a traditionally defined subject discipline or focuses on a distinct group of students and therefore may be planned in isolation. **Education for employment is different because it is meant to be integrated into all other educational endeavors; it is not meant to stand alone.**

To institute a viable Education for Employment program that is infused throughout the K-12 system and addresses all prescribed components requires a long-range plan. The plan should be a blueprint for the K-12 integration and implementation of education for employment. In order to do this, it will need to be determined what process will be used to develop the plan. Who will be included in the process? How much time will be allocated? Who will be identified to oversee and coordinate the district Education for Employment program? Is there a district plan currently on file, and is the information it contains still relevant? Does the district have a program already in place?

These and many other questions will surface as planning progresses. Some will be answered easily, some through historical reference from colleagues, and others will necessitate the consideration of many factors and the collection and analysis of a variety of data. Data collection should not be a hollow experience. Data can help a district find out what exists, project what will be, and plan how to create a K-12 educational experience that will prepare youth for success in the 21st century.

Program Coordination

Effective July 1, 2004, districts must designate a staff person licensed under PI 34.32 to coordinate and oversee the district Education for Employment program. Not all districts will have licensed staff who can assume this responsibility; some districts will, therefore, need other options to meet this requirement.

Districts who wish to form a consortium or partnership agreement (for example, a, 66.30) for this purpose may do so. Those already part of an established consortium (through the Carl Perkins Act, for example) may extend the current agreement to include coordination of districts' Education for Employment programs. Information about PI 34.32 and Teacher Certification and Licensing is available at www.dpi.state.wi.us/dpi/dlsis/tel/index.html.

Data Collection

A realistic database for education for employment has three major components: current and projected employment and economic realities and trends, student follow-up data on what happened to graduates, and an assessment of current school programming and organizational capacity. The education for employment process needs a database for planning that ensures the K-12 curriculum, instructional techniques, and experiences of today are based on economic and student realities of the future. Using a solid database, the district will evaluate economic trends, employment needs, and current school programming to reach a consensus about what exists currently, what's needed for the future; and how to design an Education for Employment program that creates an opportunity for all students to become economically productive citizens.

Initial Planning Considerations

High school graduates of today and tomorrow will be confronted with dramatic changes in the makeup of the workplace, the family, and the national economy. Are men and women prepared for new economic and family-member role changes of the 21st century? How can schools change the way they prepare

students for employment, for careers, and for lifelong learning? The first step in answering these questions is to assess students' needs and changes in the workplace and in society by analyzing labor market trends, economic development projections, and other relevant data.

Once defined, local data and trends should be verified by business partners because they may vary dramatically from national trends described in the media. These trends and projections, together with an analysis of the existing school programs and student follow-up data, will provide the basis for formulating a needs statement and strategy.

To help in this planning, school districts may contact their cooperative education service agency (CESA), Workforce Development Board, or the technical college for a copy of the county planning guide developed to provide data on the local labor market, student follow-up, equity issues, and economic-development needs. In addition, the Workforce Investment Act requires that each of Wisconsin's 17 service delivery areas (SDAs) produce labor market information (LMI) and that each SDA's two-year Job Training Plan be based on its LMI. The Wisconsin Department of Workforce Development is the state agency responsible for producing LMI.

Follow-Up Studies of Graduates

The impact of education on future earnings, equity issues in education, success in postsecondary education, and success in the labor market are all critical issues that require accurate and local data for proper examination. Wisconsin educators can use three valuable sources to begin their assessment of student needs in these areas: surveys, census data, and attrition studies from the University of Wisconsin (UW) System and the Wisconsin Technical College System (WTCS).

Survey data can provide a wealth of knowledge about the quality of school programs, but to be useful, surveys need to be well designed, carefully administered, and accurately analyzed to reflect the groups considered. In order to find out if a K-12 education met student employment and/or postsecondary education and training needs, the best source of information may be the consumers of that education – the students. A five-year follow-up survey of graduates could provide information such as type of employment; where students are located; what further education, if any, they pursued; how well their high school education prepared them; and their suggestions for improvement.

Follow-up data can also be gleaned from census information as well as from the U.S. Census Bureau's Current Population Survey. Information about earnings, employment, level of education, labor force participation, and family status demonstrates the impact of education for men and women. Census studies are also the best source of data for examining equity issues. Levels of employment, earnings, occupations, and education can be charted for men and women for 5- , 10- , 20- , and 30-year periods after high school or college.

A more current and detailed analysis of student performance in postsecondary education may be available through the local WTCS and UW System schools. Registrars often conduct attrition studies that reveal enrollment and completion rates for incoming freshmen by high school district. These reports are often available on request.

Follow-up data also provides education planners valuable insights about how well a K-12 experience prepared youth for employment and postsecondary school. Information describing students' evaluation their K-12 experience may be some of the most valuable in planning an Education for Employment program.

Evaluation of Current Programs and Staff Development Needs

The last component of gathering, analyzing, and using data focuses on the school's organizational capacity to change, adjust, and restructure the K-12 experience to be responsive to future employment and societal trends. To do this, it will be necessary to ascertain where and how the elements of education for employment are a part of the total curriculum. The *Program Assessment Chart* provided in this guide serves this purpose.

Model Plan for Education for Employment

Districts might find the following model useful when developing a local plan for Education for Employment. While districts are not required to use this specific format, a similar format is recommended to promote consistency across districts. From a regional perspective, consistency in local plan development will improve communication between and among local districts and Tech Prep Councils.

The plan is a local tool to describe the planning and implementation process for an Education for Employment program and should be approved by the local school board annually. The board is also required to submit a copy of the district plan to the regional Tech Prep Consortium under s.118.34 (2) of the Wisconsin Administrative Code.

Under the provisions of the amended administrative rule, the regional Tech Prep Council is responsible for annually reviewing local districts' plans for Education for Employment. The purpose of the annual review is to facilitate coordinated programming between the school and the council; to more closely align the regional Tech Prep Council's goals and objectives with those common to the districts within the Council's service area; and ultimately, to create a more effective delivery of programs for students. The regional Tech Prep Council does not have the authority to approve or change a local district plan.

(Note: Administrative Rule PI 26, as it relates to each plan requirement, is cited in italics.)

1. **Education for Employment Coordinator**

   PI 26.04 (2) The board shall designate a staff person certified under s. PI 34.32 (7) (a), to coordinate and direct the education for employment program.

   Identify who will coordinate the district education for employment program and how it will be coordinated. If the person currently acting in this capacity meets the certification requirement of PI 34.32, they may continue in this capacity. In absence of this, districts must identify a licensed staff member to coordinate the district Education for Employment program. Districts may form a consortium or partnership agreement for this purpose. Those currently part of an established consortium may extend that arrangement to include Education for Employment coordination, if desired.

2. **Tech Prep Council Representative**

   PI 26.04 (1) The board shall insure district representation on the technical preparation council as created under s. 118.34 (2), Stats.

   Identify who will represent the district on the regional Tech Prep Council. A district staff member may assume this responsibility or districts already part of an established consortium may elect to have a consortium representative on the Tech Prep Council rather than naming a representative from each district. Districts may also form a consortium or partnership for this specific purpose and then send a partnership representative to present the views and opinions of the respective districts.

3. **Community Profile**

   PI 26.03 (1) An education for employment long range plan shall be developed by the board....The plan shall include all of the following: (a) An analysis of local, regional and state labor market needs and the education and training requirements for occupations which will fill those needs.

   Describe the community, the school district, and the structure under which the school district operates. Include in this profile any factors which may be relevant to the district Education for Employment program. Suggested data to use in the creation of this profile:

   - labor market information
   - local economic development and job creation
   - graduate follow-up studies
   - occupational and employment projections
   - community and/or district demographics
   - evaluation of current programs
   - student needs and interests
   - staff development needs
   - projected impact of the Education for Employment program on local economic development and job creation

4. **District Goals**

PI 26.03 (1) An education for employment long range plan shall be developed by the board....The plan shall include all of the following: (c) A strategy to be used in developing the education for employment program and determining staff development needs and secondary and postsecondary education relationships.

Identify the goals and objectives established as priorities in implementing an Education for Employment program. Goals should reflect the findings of the data analyzed in creating the community profile and progress made toward meeting goals established in the district's most current Education for Employment plan.

5. **Other Educational Program Requirements**

PI 26.03 (2) The plan shall identify other educational program requirements that will be included in the education for employment program, including all of the following: (a) the school districts standards under s. 121.02 (1), Stats., (b) vocational skills required under s. 118.01 (2) (b), Stats., (c) High School graduation requirements under s. 118.33, Stats., (d) Programs for children at risk under s. 118.153, Stats., (e) Tech prep under s. 118.34, Stats., (f) Youth options under s 118.55, Stats., (g) Youth apprenticeship under s 106.13 (3) to (4), Stats.....

Identify, through a list or descriptive narrative, other educational program requirements that will be part of the Education for Employment program. It must include the following: school district standards, vocational skills, high school graduation requirements, programs for children at risk, Tech Prep, Youth Options, and Youth Apprenticeship. Other local district requirements may be included.

6. **Program Access**

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences.

Describe how the district plan provides K-12 students access to appropriate components of Education for Employment. If curriculum guides specifically highlight where education for employment objectives are being met, districts may reference the guides rather than providing a separate narrative.

7. **Skills for the Future**

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences....(c) (2) Instruction in career decision making and employability skills, including work behaviors. (3) Instruction which provides for the practical application of academic skills and applied technologies.

Describe how the district K-12 curriculum and assessment process ensures that K-12 students have the opportunity to apply the basic skills taught through the general and technical program curriculum to real world-of-work situations. Cite the district Technology Plan, if appropriate.

8. **Career Guidance**

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences....(a) Career awareness at the elementary grade levels. (b) Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles. (c) Career planning and preparation at the high school levels.....

Describe how, through a developmental process, the district addresses K-12 student needs, stereotyping, and non-traditional career awareness. Identify the ways students learn about

careers and postsecondary educational opportunities through real-life experiences and the use of developmental K-12 student career portfolios.

9. **School-Supervised Work-Based Learning**

   PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences....(c) (1) Career research identifying personal preferences in relation to specific occupations and school supervised work based learning experiences....(c) (3) Instruction which provides for the practical application of academic skills and applied technologies.

   Describe how the district's K-12 education program has incorporated work-based learning methodology into the curriculums at the elementary, middle, and high school levels to reinforce skills and provide career-exploration experiences. Reference by grade level, in-school simulations, service learning opportunities, job shadowing, skill-certified co-op programs, youth apprenticeship programs, academy activities, and other work-based learning opportunities available to students.

10. **World Economy and Labor Markets**

    PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences....(c) (4) The study of the practical application of economics and American economic institutions, including entrepreneurship education.

    Describe how the study and practical application of economics and American economic institutions, including entrepreneurship, consumer and family economics, the economic role of citizens, business operations, and labor, is infused in the K-12 curriculum.

11. **Career and Technical Education Programs**

    PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences....(c) (3) Instruction which provides for the practical application of academic skills and applied technologies....(c) (5) Pupil access to technical education programs which have a curriculum incorporating accurate national, regional and state labor market information, including labor market supply and demand.

    Describe the process the district uses to develop, maintain, evaluate, and improve Career and Technical Education programs. Identify how labor market information, student follow-up studies, the Wisconsin Model Academic Standards, and other information are used in this process. Explain how course scheduling allows all students access to Career and Technical Education programs.

12. **Coordination and Partnerships**

    PI 26.04 (3) The board shall encourage the development of business and education partnerships. (4) The board may coordinate the education for employment program with other public school districts; CESAs; technical college districts; colleges and universities; and work force development programs.

    List the school-business/community partnerships in which the district is currently engaged, and describe the associated goals and activities of each. Describe how the Education for Employment program has been coordinated with other public schools; cooperative educational service agencies; Wisconsin education systems (DPI, WCTS, and the UW); private colleges and universities; business; community organizations (such as chambers of commerce); and other local, county, regional, and state job-training programs.

13. **Accountability**

    PI 26.03 (1) An education for employment long range plan shall be developed by the board...It shall be defined in incremental steps and shall be modified by September 1,

2004. The plan shall be reviewed annually…and revised, if necessary, at least once every 5 years by the board.

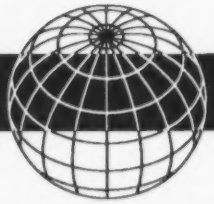
PI 26.04 (5) Upon request, the board shall make available copies of the district's education for employment plan. (6) The board shall indicate on a pupil's transcript the name of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.

a. **Describe how the district Education for Employment program will be evaluated to measure program effectiveness.** Identify in this description the data, tools, and indicators (for example, VEERS Report, Student Follow-Up Studies, Labor Market Indicators, or survey instruments) that will be used in this process.

b. **Identify, through a narrative explanation or through example, how coursework completed outside of the normal high school curriculum will be documented on the high school transcript**.

Finally, the district plan is completed, remember to:

- have school board approve the plan by September 1, 2004;
- submit one copy of the plan to the regional Tech Prep Council chairperson;
- determine the mechanism through which the regional Tech Prep Council will annually report to each local school board the Council's progress toward meeting its goals and objectives; and
- determine the mechanism the school board will use to review and revise the district plan at least once every five years, if necessary.



State and Local Accountability

This chapter offers two tools - a Program Assessment Chart designed to help districts evaluate the status of education for employment in the district and a State Accountability Checklist to determine if the requirements of Administrative Rule PI 26 have been satisfied.

Program Assessment Chart

This assessment tool may be used to determine where in the K-12 curriculums the elements of education for employment are currently integrated. Analysis of the results of this assessment may help shape the district's Education for Employment goals and objectives.

Step 1. *Determine the criteria to be assessed* when responding to the statements in the left column. Will it be by subject, discipline, program, grade level, or some other criteria?

Step 2. *Enter appropriate descriptors* in the column headings at the top of the chart.

Step 3. *Develop a response code* to use when answering each statement that will also address the parameters of the assessment (see example below).

Step 4. *Read, respond, and code statements.* When completing an assessment instrument such as this, it is common for someone to support their reason for a particular response with anecdotal information. Such information can be of great insight and value and may be worth recording as a reference in further discussion. It may also be helpful to document interesting and unusual activities and strategies currently being implemented in the district. These may be useful when talking with school board members, community residents, business partners, or during a staff development training program.

Step 5. *Analyze the results.* Where is Education for Employment currently integrated in grades K-12? Of the seven elements of Education for Employment, which is the most apparent in the curriculum? Which is the least apparent?

Step 6. In the analysis process, it may be important to *establish benchmarks to evaluate programming quality.* Use the results of this assessment, comparison of results to these benchmarks, and information learned through other data collection and analyses to identify Education for Employment program goals and objectives.

Descriptors and Response Codes

Choose from these or create others appropriate for the criteria being assessed.

Academics	Marketing Education	G5
Agriculture	Mathematics	MS6
Alternative Education	Music	MS7
Art	Physical Education	MS8
Business & Information Systems	Science	9
Career & Technical Education	Social Studies	10
Career Guidance	Special Education	11
Family and Consumer Education	Technology Education	12
Foreign Language	K	K - 3
Health Occupations	G1	INTR
Humanities/Fine Arts	G2	MS
Information Technology	G3	HS
Language Arts	G4	

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Sample Program Assessment Chart

In the following example, column headings indicate the programs offered at the Verifine Elementary School (a K-5 building). The response code indicates grade-specific responses to the statements. When complete, one could ascertain in which programs and at what grade levels the elements of education for employment are apparent.

Response Code Used

K	Kindergarten	G4	Grade 4
G1	Grade 1	G5	Grade 5
G2	Grade 2	A	All grade levels
G3	Grade 3	No	Not currently addressed/included

	Career & Technical Education	Career Guidance	Foreign Language	Health	Humanities/Fine Arts	Language Arts	Mathematics	Physical Education	Science	Social Studies	Special Education			
Skills for the Future The K-12 curriculum includes specific education units, lesson, objectives, and evaluation criteria emphasizing employability skills and attitudes.	A	G4, G5	No	A	G5	No	No	No	No	G4, G5	G5			
The K-12 curriculum incorporates a variety of technologies as both instructional strategies and learning activities.	A	G4, G5	G5	A	A	A	G4, G5	No	A	G3, G4, G5	A			
Career Guidance Career awareness, exploration, planning, and guidance are integrated and reinforced districtwide.	A	A	G5	A	G4, G5	G1, G2, G3	No	No	K, G1, G2, G3	A	A			

Program Assessment Chart

Coordinated Planning & Partnerships A district mechanism is established for creating and maintaining partnerships.														
Staff development activities are designed to:														
• enhance the awareness of school staff about the need, methods, and means for integrating the business/ community/education partnership concept into all phases of curriculum;														
• bring business and community personnel into the schools to foster communication and build partnerships; and														
• provide individual teachers with private/public sector job site experience.														
Resources, both equipment and human, are shared so that each partner benefits.														
Planning, implementation, funding, and evaluation of projects, programs, and services are conducted cooperatively and collaboratively and are based on measurable and agreed-upon objectives.														

Adapted from Education for Employment Assessment Chart developed by Charlene Peterson, 1991

Partnership activities enhance economic development and job creation/retention locally and in the labor market.														
Partnerships are used to ensure instruction in employment skills and attitudes.														
Partnership activities further school improvement and educational reform.														
Skills for the Future Staff development activities are designed to assist K-12 educators to:														
• integrate academic skills across disciplines;														
• infuse world of work examples and competencies into all curriculum; and														
• integrate academic and world of work skills and competencies into the curriculum with special regard for student populations with unique learning needs.														
Processes are established to evaluate the success of the total K-12 curriculum in promoting transition from school to careers.														
The K-12 curriculum includes specific education units, lessons, objectives, and evaluation criteria that emphasize employability skills and attitudes.														

The K-12 curriculum incorporates a variety of technologies as both instructional strategies and learning activities.														
Career Guidance Career awareness, exploration, planning, and guidance are integrated and reinforced districtwide.														
Students are taught the need and processes for evaluating their abilities, interests, aptitudes, and attitudes as they make career decisions.														
Stress is placed on socioeconomic factors affecting life/work choices.														
Special emphasis is given to new, emerging, and nontraditional career choices.														
School district personnel place equal emphasis on all post-high school options—occupational, technical, and educational.														
All students have the opportunity to explore career options through school-supervised work experiences.														
The existence and historical consequences of stereotyping in employment are addressed throughout the K-12 curriculum.														

The K-12 developmental guidance process is based on competencies integrated into the general curriculum and accessible to all students.														
Follow-up studies are developed to determine the success of post-high school transition for all students.														
School-Supervised Work Experiences Work experience methodologies which emphasize employability skills and attitudes are available to all students.														
Work experience programs are taught by certified teachers/supervisors and have teacher/student ratios no greater than district classroom averages.														
Part-time work assignments, job shadowing, career exploration, community service, and/or job simulations are accessible to all students.														
Employers complete periodic work experience performance evaluations of each student's work skills and attitudes.														
Written work experience agreements and educational plans define student, teacher, employer, and parent roles and responsibilities.														

Short-term field experiences offer activities to learn about work and related life roles by studying, observing, and participating in an environment (actual or simulated) in which those roles occur.														
World Economy and Labor Markets A curriculum for economics is developed and incorporates:														
• business operations;														
• entrepreneurial skills;														
• agriculture and labor organizations;														
• the free market and other world economies;														
• personal economic decisions in relation to career choices;														
• economic understandings, collective decisions, and personal potential at home and at work;														
• the influence of work performance on the standard of living and available goods and services;														
• market choices and economic activities; and														
• governmental influence on community and state economic well-being.														

All economics curriculum is integrated in a district-appropriate K-12 program and is infused in the career and technical education curriculums.														
All staff and teachers receive staff development training on the importance of students understanding practical economics and business operations as part of their preparation for employment and/or further education or training.														
A curriculum is developed and units are made available for students on the importance and skills of the entrepreneur.														
Contemporary Career and Technical Education Programs A flexible program is maintained in order to adjust and respond to changes in labor market analyses.														
Programs actively involve representatives of a variety of interest groups including K-12 school personnel, student organizations, the private sector, community representatives, and area technical college staff/administration.														

All students have access to programs regardless of socioeconomic status, race, sex, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.														
All program areas (agriculture education, business and information systems, health occupations, family and consumer education, marketing, technology education) are equally emphasized with respect to information available and accessibility.														
Community resources are used effectively in all areas.														
Labor market information and students' needs are assessed and data is collected and analyzed so that school education and training programs are designed and updated to enhance students' employability in local and regional labor markets.														
Program areas provide students with an understanding of the range and nature of available occupations and the required skills and abilities needed for them.														
Programs encourage positive work attitudes and habits.														

State Accountability Checklist

Use the following checklist to determine if the district has achieved compliance with Education for Employment Standard (m).

Compliant	Noncompliant	
❑	❑	**The board of education has identified a coordinator for the Education for Employment program.**

District Evidence:

- ❍ *Evidence that a program coordinator has been designated*
- ❍ *Time has been allocated for coordination*
- ❍ *Job description is on file*
- ❍ *License(s) of person(s) who coordinate(s) the program is on file*

❑	❑	**The Board of Education has identified a representative to the regional Tech Prep Council.**

District Evidence:

- ❍ *Documentation that a representative has been appointed*

❑	❑	**The school board provides access to an Education for Employment program that meets the requirements of PI 26.**

District Evidence:

- ❍ *Copy of board-approved plan that reflects the purpose and intent of PI 26*
- ❍ *Documentation that board-approved plan was submitted and received by the regional Tech Prep Council (which will have provided written acknowledgement that the district plan has been received)*

❑	❑	**The board-approved plan contains all required information.**

District Evidence:

- ❍ *Plan includes a description of how the Education for Employment program is coordinated*
- ❍ *A community profile that addresses current labor market needs is included in the plan*
- ❍ *District goals and objectives that establish incremental steps toward sustaining current education for employment needs are identified in the plan*
- ❍ *Other educational program requirements that are part of the Education for Employment program are evident in the plan*
- ❍ *Plan includes a description of how the district will ensure appropriate access to education for employment curricular needs for all students throughout the K-12 sequence*
- ❍ *Plan includes a description of how the district K-12 curriculum review process ensures that basic academic and technical skills are being applied*

Compliant Noncompliant

- ○ *Plan includes a description of how the district is providing career development, guidance, and career assessment for all students throughout the K-12 experience*
- ○ *Plan includes a description of how district educational programming has incorporated work-based learning methodologies throughout the K-12 experience*
- ○ *Plan includes a description of how the study and practical application of economics and American economic institutions, including entrepreneurship, is infused into the K-12 curriculum*
- ○ *Plan includes a description of the district's approach to ensuring quality career and technical education programs*
- ○ *Plan includes a description of the methods used to monitor, evaluate, and improve Education for Employment opportunities currently available through the local district*

❑ ❑ **The school board shall recognize student achievement through documentation on the high school transcript.**

District Evidence:

- ○ *A copy of the standard high school transcript that indicates the name of the coure; the high school credits earned; whether those credits were earned through advanced standing, transcripted credit, or an advanced placement program; and the participating postsecondary institution granting credit*

❑ ❑ **The board has coordinated the district Education for Employment program with other organizations and agencies and has formed community/business/school partnerships.**

District Evidence:

- ○ *Documentation that coordination and partnership efforts have been established*

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Education for Employment
Amended Administrative Rule ch. PI 26

What is education for employment?

Education for employment is one of Wisconsin's 20 school district standards. Referred to as Standard (m), its purpose is to ensure that all students, regardless of career objective, are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

Why was Administrative Rule PI 26 changed?

The rule was changed to align the Education for Employment requirements under Administrative Rule PI 26 with vocational/technical activities and programs currently being developed and implemented by public school districts.

When will the changes to Administrative Rule PI 26 become effective?

July 1, 2004

Why was July 1, 2004, established as the effective date for the amendments to Administrative Rule PI 26?

The July 1, 2004, effective date was chosen to:

- provide districts enough time to develop or modify a district plan for education for employment;
- allow districts to compile the necessary information to develop the E4E plan;
- develop the necessary modifications to their recordkeeping/data processing system to be able to enter the newly required information on pupil transcripts;
- coincide with the implementation date of Administrative Rule PI 34, Teacher Education Program, Approval and Licenses;
- allow districts sufficient lead time to address any other issues related to the implementation of the amendments to Administrative Rule PI 26.

What are some of the changes made to the rule in the amended version?

The changes to Administrative Rule PI 26 are described in the "State Standard (m)" chapter of this guide.

If a school board currently has an E4E council or participates in a CESA Education for Employment council, may they continue this arrangement under the revised version of Administrative Rule PI 26?

Yes. The amended administrative rule allows a school district to continue its local education for employment council or maintain coordination with the local CESA. Effective July 1, 2004, the *requirement* that districts establish such a council is removed.

What is meant by "insuring district representation on the Tech Prep Council"? Must each district send a representative to the regional Tech Prep Council?

It is important that the views and opinions of all districts within a regional Tech Prep Council's service area be represented. To this end, a district staff member may assume this responsibility or districts already part of an established consortium (via the Carl

Perkins Act) may elect to have a consortium representative on the Tech Prep Council rather than naming a representative from each district. Districts may also form a consortium or partnership for this specific purpose and then send a partnership representative to these meetings and programs.

Is the provision in the amended version of Administrative Rule PI 26 requiring school districts to indicate specific information on a student's transcript a precursor to the establishment of a uniform pupil transcript?

No. The language is merely intended to ensure school districts provide information on a pupil's transcript to indicate that the student successfully completed coursework outside of the normal high school curriculum.

Is there a required format for the district plan for education for employment?

No. A sample model format has been provided in this guide. While districts are not required to use this specific format, a similar format is recommended to promote consistency across districts.

What is the role of the regional Tech Prep Council relative to the review of local districts' plans for education for employment?

The Council is responsible to accept a district's plan and, in writing, acknowledge receipt of that plan. Under the provisions of the amended administrative rule, the regional Tech Prep Council is responsible for annually reviewing local districts' plans for Education for Employment. The purpose of the annual review is to facilitate coordinated programming between the school and the council; to more closely align the regional Tech Prep Council's goals and objectives with those common to the districts within the council's service area; and ultimately to create a more effective delivery of programs for students. *The regional Tech Prep Council does not have the authority to approve or change a local district plan.*

What entity approves the local district plan for education for employment?

Approval of the local district plan rests with the local school board. Further, a local district Education for Employment program shall be approved by the state superintendent if it meets all of the requirements under Administrative Rule PI 26.

Will amending Administrative Rule PI 26, Education for Employment Plans and Program, replace a local district school-to-work program?

No. While it is possible that some districts may modify their school-to-work activities as a result of the implementation of the changes to PI 26, the amendments to the rule are stand-alone changes and are meant to clarify and/or expand upon current education for employment activities in public school districts. Education for employment is the "umbrella" under which school-to-work programs operate.

Is there special/categorical funding available to school districts as a result of the amendments to Administrative Rule PI 26?

No. However, education for employment activities undertaken by a school district may be fundable with federal funds from the Carl Perkins Act or through the general state aid formula. Consult your district business manager for more information.

Will a current district education for employment coordinator be automatically grandfathered in as a career and technical education coordinator under the new Administrative Rule PI 34, Teacher Education, Approval and Licenses?

Not necessarily. If the current district education for employment coordinator meets the requirements of PI 34.32, s/he may be licensed as a career and technical education coordinator. All others acting in the capacity of an education for employment coordinator, including the superintendent, must meet the requirements and become licensed as a career and technical education coordinator. Every license application

is reviewed on an individual basis to determine eligibility. Contact tcert@dpi.state.wi.us or 1-800-266-1027 for more information, or visit the DPI website at www.state.wi.us/dlsis/tel.

If the current district education for employment coordinator is also the local vocational education coordinator (LVEC), will s/he be automatically grandfathered in as a Career and Technical Education Coordinator under the new Administrative Rule PI 34, Teacher Education, Approval and Licenses?

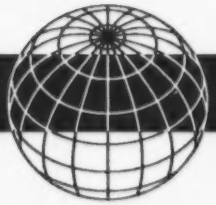
Yes. If the current district education for employment coordinator is also the local vocational education coordinator (LVEC) and holds a current LVEC license, s/he will be recognized as a career and technical education coordinator under the new PI 34. All others acting in the capacity of an education for employment coordinator, including the superintendent, must meet the requirements and become licensed as a career and technical education coordinator under the Program Coordinator category of PI 34.32 (7) (a). Every license application is reviewed on an individual basis to determine eligibility. Contact tcert@dpi.state.wi.us or 1-800-266-1027 for more information, or visit the DPI website at www.state.wi.us/dlsis/tel.

Is a complete version of the amended Administrative Rule PI 26 available?

The complete version of this rule is included in this document in the "State Standard (m)" chapter.

Who is the DPI contact for additional information about E4E?

For information concerning Education for Employment Standard (m) and Administrative Rule PI 26, contact the Career & Technical Education Team members at 1-800-441-4563 or visit the DPI website: www.dpi.state.wi.us/dpi/dlsis/let/index.html.



Resources, Model Programs, and Best Practices

In this age of flexible, information-based technology, a printed list of website addresses, publications, audio, video, CDs, DVDs and others is inaccurate almost before printed. Website addresses continually change; new publications are released; and more CDs, DVDs, and classroom resources are found to be valuable and worth sharing while the printed list remains static. Information, resources, and local district programs and activities are showcased on the DPI website. Take a look; gain some ideas; share some ideas. Submit resource suggestions and recommendations or share a program, activity, or strategy currently being implemented in your district by following the directions found at www.dpi.state.wi.us/dpi/dlsis/let/index.html.

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